

FINAL PROJECT INSTRUCTIONS — PHIL 1260

PROJECT TYPE OPTIONS

You have the option of doing either of the following three types of projects:

1. Creative project plus a 2-page argumentative paper, and an informal non-letter graded presentation

- types of media options: visual, literary, musical, and/or other media
- may be an individual or group project; if a group project each group member is required to turn-in an individually written 2-page argumentative paper, and the total work completed by each person for the group creative project plus the individually written 2-page paper should be equivalent to the amount of work put into an outstanding individually written 6-page argumentative paper; your professor suggests no more than 3 persons in a group

2. Formal presentation plus a 2-page argumentative paper

- Powerpoint, Prezi, or other type of in-class formal presentation
- may be an individual or group project; if a group project each group member is required to turn-in an individually written 2-page argumentative paper, and the total work completed by each person for the group formal presentation plus the individually written 2-page paper should be equivalent to the amount of work put into an outstanding individually written 6-page argumentative paper

3. 6-page argumentative paper, and an informal non-letter graded presentation

- must be an individual project
- no 2-page paper required

DUE DATES: See the syllabus “Due Dates” chart.

HOW TO SUBMIT PROJECT DOCUMENTS: Submit them through the appropriate link on the Canvas website. If any part of your project is due on a class meeting date on which you are **absent**, you still should submit it by the due date, unless have received pre-arranged approval from your professor that is in keeping with the syllabus excused absence and late submission policies. Otherwise, there will be a **grade deduction for project documents turned in late; you are required to read the “Submitting Assignments Late” syllabus policy.**

THEME/TOPIC OF PROJECT: Your project may be centered on any course theme(s), for example those listed in the syllabus course objectives and the course visualization chart. But, **you should not give primary focus to the film and related theme of your 3 ½ page paper.**

RECEIVING GRADE: Your professor usually does not provide grades for formal presentations and creative projects until after the date of the final class, i.e., after submission of 2-page argumentative papers. If you would like to ensure that your project is among the first graded, inform the professor by email. There will be deductions for submitting documents late. A part of your overall project grade will be for **quality of planning**; there may be a grade deduction for last minute changes for non-emergency reasons. For more information, see the syllabus for course policies and the grading scale.

CONTENTS:

Final Project Instructions	Pages
Proposal	2
Creative project plus 2-page argumentative paper	3-4
Formal presentation plus 2-page argumentative paper	5-6
6-page argumentative paper	7-8

PROPOSAL INSTRUCTIONS

A project proposal is **required and is subject to the professor's approval**. Although it will not be assigned a letter grade, there will be deductions from your total project grade if your proposal is turned in late or not turned in.

INSTRUCTIONS CHECKLIST

Include the following information:

___ **type of project:**

- creative plus 2-page argumentative paper
- formal presentation plus 2-page argumentative paper
- 6-page argumentative paper

___ **working title**

___ **working thesis or the main issue/question of focus**

___ **working outline or a one-paragraph description of the project**

___ **FYI regarding presentation document that will be due near end of semester***

FYI: assigned presentation time limit will depend on type of project:

- creative project:
 - presentation document will not be letter-graded
 - usually 5 minutes for informal-individual presentation documents, and the time assigned for group presentations usually will include an added 5 minutes for each added group member
- formal presentation:
 - presentation document will be letter-graded
 - usually a 10-12 minute individual presentation, and the time assigned for group presentations usually will include an added 10 minutes for each added group member
- 6-page argumentative paper:
 - presentation document will not be letter-graded
 - usually a 3-minute informal individual presentation document; 6-page paper projects cannot be group projects

___ **group or individual project**

if a group creative project or formal presentation:

- names of all group members
- how work will be divided among group members
- although your proposal may be written as a group, each group member is required to turn in a separate copy of the proposal so that the professor may share her comments with group members at the same time

___ **working timeline for completing each stage of the project**

___ **working bibliography or works cited listing**

- must use either the Chicago bibliography or MLA works cited style format
- must include a working list of at least 3 strong scholarly written sources, which you plan to use in your 2- or 6-page paper; non-scholarly sources may be included in addition to the required scholarly sources (For more information about types of scholarly sources, see related information on the Purdue Online Writing lab (Purdue OWL) website.)

___ **if applicable: any concerns or difficulties you foresee in completing your project**

***Note:** You are not required to include information from your 2-page paper in your presentation document, but you may if you wish. Your finalized 2-page paper or 6-page paper is not due until the date of the final class.

CREATIVE PLUS 2-PAGE ARGUMENTATIVE PAPER INSTRUCTIONS

CREATIVE INSTRUCTIONS CHECKLIST

Type of project options: **visual, literary, musical, and/or other media**

___ **Planning:**

- make changes to your timeline as needed
- if applicable, inform the professor ASAP of any major changes or related emergencies that will affect your project; deductions may apply for non-excusable emergency changes made during or near the final week of the course

2-PAGE PAPER INSTRUCTIONS CHECKLIST

___ **Argumentative essay structure:**

Introduction Paragraph

Paints a picture in the reader's mind about what the paper is about, by answering the following questions as they apply to your paper's focus: What is the paper about? Who is of main focus? Where or what location is of focus? When or what time period is of focus? At the end of the introduction paragraph, present a well stated **thesis statement**, which is to be proved and us as the central focus/thread throughout the body of the paper.

Each Body Paragraph's Structure

Begins with a topic sentence(s) that functions as a supporting argument that helps prove the thesis statement, followed by specific supporting point(s) of evidence or example(s).

Counterargument Paragraph

When there is an obvious counterargument, address it: Begin with a topic sentence(s) that functions as an argument point that could help disprove your thesis statement, followed by specific supporting point(s) of evidence or example(s) to prove the counterargument topic sentence, followed by a statement (s) on why your thesis statement presented in the introduction paragraph is a stronger argument.

Conclusion

Brief summary of main points and closing remarks; it is helpful to relate back to your thesis and main argument points.

For more information about how to write an argumentative essay, see the Purdue Online Writing Lab (Purdue OWL) site: <http://owl.english.purdue.edu/owl/resource/685/05/>. Also, see any related sources that may be on the course Canvas website.

___ **Research:** Use of at least 3 scholarly written sources as supporting evidence. You may use course required readings, recommended scholarly readings, or find scholarly sources on your own.

___ **Personal analysis insights:** In addition to presenting insights and supporting evidence/examples from scholarly sources, present your personal analysis insights about the issue(s) discussed that are well supported, while making it clear to the reader which statements are personal insights and which are the insights of other authors and thinkers.

___ **Citation style options:** Use only 1 of the following:

Chicago Manual Style: footnotes, plus a bibliography listing at the end of your paper

MLA Formatting and Style Guide: in-text citations, plus a works cited listing at the end of your paper

Use citations when conveying main thoughts and quotes from works by other authors, films, videos, and lectures.

You should not use large sections of assignments you have written for other courses or that you have been published; but, if you do use major ideas from such works, they should be properly cited. In other words, in such a case you should cite yourself.

How to Cite Sacred Texts: For course purposes, a complete sacred text volume (such as the Hebrew or Christian bible, the Qur'an, etc.) may serve as a scholarly source. If you are citing an older English translated version of the

Bible, such as the King James Version (KJV), your professor highly recommends that you also review how your specific passage(s) of focus is translated in a newer version, such as the New Revised Standard Version (NRSV). The reason for this is that all of a translation such as the KJV was not translated from the original or oldest surviving scrolls that were in the original languages, but instead translated from the Latin, for example. Therefore, some parts of it are translations of translations. Also, the KJV embodies within some of its translated verses the racial and gender biases, etc. that were within the 17th century English church and wider societal culture at the time of its first publication, but not necessarily in the original or oldest surviving scrolls.

— Use an **inclusive or gender-neutral language** approach, except when directly quoting someone else who does not use such an approach. Or, you may state your reason for not doing so in a footnote. For specific examples and additional information about why this is an important approach used in fields in the Humanities, for example, see information about "Stereotypes and Biased Language" and "Gendered Pronouns and the Singular 'They'" on the Purdue OWL website.

— **Double space your paper's text.**

— **Add page numbers.**

— Include your **name, course number, course section, and email address** on page 1. Although you may include a title page if you wish, you are not required to do so.

— Suggested **self-evaluation tips**, which are not to be submitted to the professor:

1. Proofing tips you may find helpful in seeing your paper from the reader's perspective to:

— outline what you wrote, toward seeing which questions you have and have not answered, and areas of your paper that may need improvement

2. Answer the following self-evaluation questions about your paper:

— Per the above checklist, have you included all required information?

— Answer in a sentence: What is the main point(s) you are trying to prove? Have you done so clearly?

— What do you like most about your paper?

— What do you like least?

— If you had additional time to work on the paper, what changes would you want to make? Why?

FYI: Creative Projects: Partial List of Types Completed During Previous Semesters

Your professor also is open to proposals for other types of projects.

- presentations and writings on apocalyptic themes in video games
- presentations and writings on apocalyptic themes in a novel
- illustrated manuscript books
- short films
- fine art: paintings, illustrations, drawings, still photography, or mixed media
- screenplays (first 15-20 pages or so)
- novels (first chapter)
- short stories
- poetry series
- videotaped interviews
- developed and conducted surveys with presentations of statistical results
- movie posters
- movie trailers
- storyboards of potential films
- video and presentational pitches for proposed films
- original songs and/or instrumental music (performed in class or videotaped)
- created board or other type of non-video games (sometimes had class play them)
- programmatic simulators
- graphic novels
- illustrated manuscript book pages
- illustrated comic books
- illustrated children's books
- apocalyptic survival guides
- courtroom debates
- original plays (included act 1 performed in class, for example)

FORMAL PRESENTATION PLUS 2-PAGE ARGUMENTATIVE PAPER INSTRUCTIONS

PRESENTATION DOCUMENT INSTRUCTIONS CHECKLIST

— What to Include:

- center presentation around a strong thesis statement and/or question(s), which function as a thread that links all areas of the presentation together
- in-depth thought and analysis on a specific topic or interrelated topics, instead of presenting only very general information about numerous films, for example. Do not only retell or report issues previously presented and discussed in classes or only primarily share the plot of a film(s) or of a work of another medium. If you do choose a topic or required film, etc. previously discussed in the course or presented by the professor, also include expanded points that show additional analysis, critical thinking, or research.
- a point or two of evidence and/or examples to support each main point
- a conclusion, which may include a one- or two-sentence summary of your main point(s), and/or a strong question or point about which members of the course may give additional thought
- an inclusive or gender-neutral language approach, except when directly quoting someone else who does not use such an approach. Or, you may state your reason for not using such an approach.
- you will be graded on the quality of the content of what you present as well as the quality of how you present

— Planning:

- make changes to your timeline as needed
- if applicable, inform the professor ASAP of any major changes or related emergencies that will affect your project; deductions may apply for non-excusable emergency last minute major changes

2-PAGE PAPER INSTRUCTIONS CHECKLIST

— Argumentative essay structure:

Introduction Paragraph

Paints a picture in the reader's mind about what the paper is about, by answering the following questions as they apply to your paper's focus: What is the paper about? Who is of main focus? Where or what location is of focus? When or what time period is of focus? At the end of the introduction paragraph, present a well stated **thesis statement**, which is to be proved and used as the central focus/thread throughout the body of the paper.

Each Body Paragraph's Structure

Begins with a topic sentence(s) that functions as a supporting argument that helps prove the thesis statement, followed by specific supporting point(s) of evidence or example(s).

Counterargument Paragraph

When there is an obvious counterargument, address it: Begin with a topic sentence(s) that functions as an argument point that could help disprove your thesis statement, followed by specific supporting point(s) of evidence or example(s) to prove the counterargument topic sentence, followed by a statement (s) on why your thesis statement presented in the introduction paragraph is a stronger argument.

Conclusion

Brief summary of main points and closing remarks; it is helpful to relate back to your thesis and main argument points.

For more information about how to write an argumentative essay, see the Purdue Online Writing Lab site:

<http://owl.english.purdue.edu/owl/resource/685/05/>. Also, see any related sources that may be on the course Canvas website.

— **Research:** Use of at least 3 scholarly written sources as supporting evidence. You may use course required readings, recommended scholarly readings, or find scholarly sources on your own.

— **Personal analysis insights:** In addition to presenting insights and supporting evidence/examples from scholarly sources present your personal analysis insights about the issue(s) discussed, while making it clear to the reader which statements are personal insights and which are the insights of other authors and thinkers.

— **Citation style options:** Use only 1 of the following:

Chicago Manual Style: footnotes, plus a bibliography listing at the end of your paper

MLA Formatting and Style Guide: in-text citations, plus a works cited listing at the end of your paper

Use citations when conveying main thoughts and quotes from works by other authors, films, videos, and lectures.

You should not use large sections of assignments you have written for other courses or that you have been published; but, if you do use major ideas from such works, they should be properly cited. In other words, in such a case you

should cite yourself.

How to Cite Sacred Texts: For course purposes, a complete sacred text volume (such as the Hebrew or Christian bible, the Qur'an, etc.) may serve as a scholarly source. If you are citing an older English translated version of the Bible such as the King James Version (KJV), your professor highly recommends that you also review how your specific passage(s) of focus is translated in a newer version, such as the New Revised Standard Version (NRSV). The reason for this is that all of a translation such as the KJV was not translated from the original or oldest surviving scrolls that were in the original languages, but instead translated from the Latin, for example. Therefore, some parts of it are translations of translations. Also, the KJV embodies within some of its translated verses the racial and gender biases, etc. that were within the 17th century English church and wider societal culture at the time of its first publication, but not necessarily in the original or oldest surviving scrolls.

___ Use an **inclusive or gender-neutral language** approach, except when directly quoting someone else who does not use such an approach. Or, you may state your reason for not doing so in a footnote. For specific examples and additional information about why this is an important approach used in fields in the Humanities, for example, see information about "Stereotypes and Biased Language" and "Gendered Pronouns and the Singular 'They'" on the Purdue OWL website.

___ **Double space your paper's text.**

___ **Add page numbers.**

___ Include your **name, course number, course section, and email address** on page 1. Although you may include a title page if you wish, you are not required to do so.

___ Suggested **self-evaluation tips**, which are not to be submitted to the professor:

1. Proofing tips you may find helpful in seeing your paper from the reader's perspective to:

— outline what you wrote, toward seeing which questions you have and have not answered, and areas of your paper that may need improvement

2. Answer the following self-evaluation questions about your paper:

— Per the above checklist, have you included all required information?

— Answer in a sentence: What is the main point(s) you are trying to prove? Have you done so clearly?

— What do you like most about your paper?

— What do you like least?

— If you had additional time to work on the paper, what changes would you want to make? Why?

6-PAGE ARGUMENTATIVE PAPER INSTRUCTIONS

INSTRUCTIONS CHECKLIST

___ **Argumentative essay structure:**

• **Introduction Paragraph**

Paints a picture in the reader's mind about what the paper is about, by answering the following questions as they apply to your paper's focus: What is the paper about? Who is of main focus? Where or what location is of focus? When or what time period is of focus?

At the end of the introduction paragraph, present a well stated **thesis statement**, which is to be proved and us as the central focus/thread throughout the body of the paper.

• **Each Body Paragraph's Structure**

Begins with a topic sentence(s) that functions as a supporting argument that helps prove the thesis statement, followed by specific supporting point(s) of evidence or example(s).

• **Counterargument Paragraph**

When there is an obvious counterargument, address it: Begin with a topic sentence(s) that functions as an argument point that could help disprove your thesis statement, followed by specific supporting point(s) of evidence or example(s) to prove the counterargument topic sentence, followed by a statement (s) on why your thesis statement presented in the introduction paragraph is a stronger argument.

• **Conclusion**

Brief summary of main points and closing remarks; it is helpful to relate back to your thesis and main argument points.

For more information about how to write an argumentative essay, see the Purdue Online Writing Lab site:

<http://owl.english.purdue.edu/owl/resource/685/05/>. Also see information about "Stereotypes and Biased Language" and "Gendered Pronouns and the Singular They" on the Purdue OWL website.

___ **Research:** Use of at least 3 scholarly written sources as supporting evidence. You may use course required readings, recommended scholarly readings, or find scholarly sources on your own.

___ **Personal analysis insights:** In addition to presenting insights and supporting evidence/examples from scholarly sources, present your personal analysis insights about the issue(s) discussed, while making it clear to the reader which statements are personal insights and which are the insights of other authors and thinkers.

Citation style options: Use only 1 of the following:

Chicago Manual Style: footnotes, plus a bibliography listing at the end of your paper

MLA Formatting and Style Guide: in-text citations, plus a works cited listing at the end of your paper

Use citations when conveying main thoughts and quotes from works by other authors, films, videos, and lectures.

You should not use large sections of assignments you have written for other courses or that you have been published; but, if you do use major ideas from such works, they should be properly cited. In other words, in such a case you should cite yourself.

How to Cite Sacred Texts: For course purposes, a complete sacred text volume (such as the Hebrew or Christian bible, the Qur'an, etc.) may serve as a scholarly source. If you are citing an older English translated version of the Bible such as the King James Version (KJV), your professor highly recommends that you also review how your specific passage(s) of focus is translated in a newer version, such as the New Revised Standard Version (NRSV) The reason for this is that all of a translation such as the KJV was not translated from the original or oldest surviving scrolls that were in the original languages, but instead translated from the Latin, for example. Therefore, some parts of it are translations of translations. Also, the KJV embodies within some of its translated verses the racial and gender biases, etc. that were within the 17th century English church and wider societal culture at the time of its first publication, but not necessarily in the original or oldest surviving scrolls.

___ Use an **inclusive or gender-neutral language** approach, except when directly quoting someone else who does not use such an approach. Or, you may state your reason for not doing so in a footnote. For specific examples and additional information about why this is an important approach used in fields in the Humanities, for example, see related information on the course Canvas website.

___ **Double space your paper's text.**

___ **Add page numbers.**

Include your **name, course number, course section, and email address** on page 1. Although you may include a title page if you wish, you are not required to do so.

Suggested **self-evaluation tips**, which are not to be submitted to the professor:

1. Proofing tips you may find helpful in seeing your paper from the reader's perspective to:

- outline what you wrote, toward seeing which questions you have and have not answered, and areas of your paper that may need improvement
2. Answer the following self-evaluation questions about your paper:
- Per the above checklist, have you included all required information?
 - Answer in a sentence: What is the main point(s) you are trying to prove? Have you done so clearly?
 - What do you like most about your paper?
 - What do you like least?
 - If you had additional time to work on the paper, what changes would you want to make? Why?